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ABSTRACT

The directory is intended to assist persons interested in making application to or inquiries concerning professional training in special education. Organization is alphabetical, by state and outlying area. Listed first in each section are names and addresses of state administrators with primary responsibilities for state-federal training programs for educators. Next are listed institutions of higher education in that state which offer programs in special education. Names of the appropriate department chairman at each university are given. Code letters for each university listed indicate the types of handicaps for which educational programs are offered. (KW)

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SPECIAL EDUCATION CAREERS

SEIC Special Education Information Center

PROGRAMS for PROFESSIONAL TRAINING in SPECIAL EDUCATION

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S P E C I A L E D U C A T I O N C A R E E R S

PROGRAMS FOR PROFESSIONAL TRAINING IN SPECIAL EDUCATION

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WHAT IS SPECIAL EDUCATION?

Thank you for your interest in Special Education Careers. Philosophically speaking, all education is "special" in the sense that it seeks to develop student abilities on an individual basis. But the area of education that is designated formally as "special" is involved much more than general education with the process of learning and the extenuating factors that make learners unique. Special education is concerned with students who have various kinds of handicapping and potentially handicapping conditions. And it must work through these and around them to develop their abilities.

Good programs in special education recognize the value of personal and humanistic, as well as academic experience, in preparing competent and sensitive teachers. And they try to achieve that balance by providing students with a wide variety of field experiences and by encouraging them in adjacent areas of study.

As with regular education, the profession of special education may be divided roughly into the two broad aspects of teaching and research. Teachers typically begin with a Bachelor's degree and go on to earn a Master's degree. Researchers usually earn a doctorate in education or psychology.

At the undergraduate level, a major in special education may combine general study in liberal arts with a concentration in one area of educational disability. This is not so much to encourage a student to specialize

at such an early stage as it is to give him an in-depth knowledge of the full implications attendant upon all disabilities. At the graduate level, students develop clinical and/or research competencies and, increasingly, competencies in communications and educational technology.

To do research in special education or to obtain the breadth that would allow one to make diagnoses of kinds and degrees of problems, it is usually necessary to work toward advanced degrees. These generally demand some sophisticated testing and statistical courses to provide the tools for measurement and comparison and some advanced psychology courses to understand the learning process and behavior symptoms. The student who does work toward an advanced degree does not, of course, have to choose between teaching and research; he may combine them in any number of ways.

Following are typical programs in special education at the undergraduate levels, with some indication of the philosophies of the academic departments behind them.

Undergraduate Course Work

All undergraduate programs are not the same, obviously. They vary with the interests, philosophies and competencies of individual professors and departments. But most often they differ from regular education programs in their increased emphasis on the social sciences, particularly psychology. And they are similar to each other in their tendency to focus to a large extent on a single handicapping condition. The freshman year at most universities is designed to give students some time to think further about what they want to do, so that it is usually with the sophomore year that majors begin to differ. The following suggest the typical requirements of the last three years of an undergraduate major in special

education, with an emphasis on mental retardation. You will note that it leaves room for three or four electives each year.

Sophomore year

- 3 semester hours in psychology of exceptional children
- 6 semester hours in education
- 3 semester hours in special education

Junior year

- 4 semester hours in special education
- 18 semester hours in education (including remedial reading, physical education, and teaching of science and arithmetic)

Senior year

- 16 semester hours in special education (including teaching the mentally retarded, methods laboratory, educational appraisal and evaluation, and workshop)
- 3 semester hours in education - language arts

Graduate Course Work

Graduate programs differ widely. But in general they emphasize, on a clinical level, experiences that make one capable of working independently. And they provide, on a research level, the opportunity of working with established research scientists to develop new methods and theory. A graduate curriculum leading toward a graduate degree may include courses in:

Psychology -- psychology of children with widely varying intellectual abilities, defective vision, hearing, speech or physical handicaps

Curriculum Development for the Handicapped Child -- development of leadership in design of curricula for groups of individual pupils

Problems of Exceptional Children -- problems of children who vary markedly from normal, from exceptionally bright to mentally deficient

Psycho-Educational Evaluation of Handicapped Children -- measurement and testing of emotional and intellectual functioning

Special education is a growing and exciting field. With modern technology, it is possible to extend the mechanical aspects of man's senses; it remains to see if his emotional and psychological development can be made to keep pace. By 1975, there will be a surplus of several hundred thousand regular teachers in the United States. Many of them could have found fulfillment and great challenge in special education and many of them will go back to school to be trained in this field. In these terms, for any student in education today, it would be worthwhile to consider special education. In most departments, it is possible to take one or two special education courses to get a feel for the profession and in increasing numbers of schools it is possible to teach both regular and special classes.

DIRECTORY

To assist persons who are interested in making application or inquiries concerning special education, a directory is provided on the following pages. States and outlying areas are presented in alphabetical order. State administrators with primary responsibilities for state-federal training programs for educators are listed first; institutions of higher education are then listed alphabetically within the State. The Directory is drawn from three sources: The Council for Exceptional Children, Teacher Education Directory, 1968-69, Washington, D.C.; and two publications of the Bureau of Education for the Handicapped, U.S. Office of Education, Washington, D.C.: Scholarship Program: Education of Handicapped Children, 1971-72; and Directory of Special Education Personnel in State Education Agencies, November 1971. The listing is not intended to be all inclusive. There may be institutions that offer special education programs that have not been included in any of the source lists. The persons listed as chairmen of the departments or heads of the agencies may have changed since the lists were compiled. And in those states where the director of special education has designated a staff person to handle training and recruitment, that person is listed. It is suggested that further inquiries be made to the State educational agency in any state or to a particular institution in which a person is interested in attending school.

The codes following each entry on the list refer to type of handicap for which an educational program is offered. These are not all-inclusive. Institutions listed undoubtedly provide educational programs in other handicaps that are not shown in this directory. If a person is interested in a particular institution and the code for the handicap in which he would like to specialize is not shown, he or she should write to the institution for the most recent information on handicap programs offered.

The codes for handicap programs are identified as follows:

A	Administrators of Special Education
CR	Crippled
D	Deaf
EC	Early Childhood
ED	Emotionally Disturbed
IN	Interrelated
LD	Learning Disabilities
MH	Multiply Handicapped
MR	Mentally Retarded
PE	Physical Education
R	Recreation
SH	Speech and Hearing
VH	Visually Handicapped

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